


Philadelphia University	 <b>PHILADELPHIA UNIVERSITY</b> <small>THE WAY TO THE FUTURE</small>	Approval date:
Faculty: Nursing		Issue:
Department: Nursing		Credit hours: 3
Academic year 2021/2022		Course Syllabus

### Course information

Course#	Course title	Co /Pre-requisite
911414	<i>Critical Care Nursing (Clinical)</i>	<i>Critical Care Nursing (theory)</i> 911410
<b>Course type</b>		<b>Class time</b>
<input checked="" type="checkbox"/> University Requirement <input checked="" type="checkbox"/> Faculty Requirement <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory		<b>Monday, Wednesday</b> <b>8:00-2:00 pm</b>
		<b>Room #</b>
		<b>415</b>

### Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
<i>Prof.Dr. Abdul-Monim Batiha</i>	1 <sup>st</sup> Floor Deputy-Dean's office	2123	Monday, Wednesday 2:15-3:45	<i>abatih@philadelphia.edu.jo</i>
<i>Mr. Awad Khawaldeh</i>	3 <sup>rd</sup> floor			<i>akhawaldeh@philadelphia.edu.jo</i>

### Course Delivery Method

Course Delivery Method			
<input checked="" type="checkbox"/> Physical	<input type="checkbox"/> Online	<input type="checkbox"/> Blended	
Learning Model			
Precentage	Synchronous	Asynchronous	Physical
			100%

### Course Description

This course is designed to provide nursing students with the skills required to care competently and safely of critically ill patients. The emphasis is on providing the student with the clinical practical opportunity to expand their knowledge base and master critical care psychomotor skills associated with assessment and provision of comprehensive nursing care for patient with acute life threatening conditions. In addition, this course focuses on providing the student with the practical knowledge regarding the application of immediate and accurate nursing interventions according to priorities. It enable the students to provide comprehensive nursing care for critically ill patient with different body system alterations, types of invasive devices, and with different types of machines encountered in critical care settings. Nursing process is used as an approach of providing holistic patient care. Critical thinking, clinical judgment, decision making and team work are emphasized in this course.

### Course Learning Outcomes

	Number	Outcomes	Corresponding Program outcomes
<b>Knowledge</b>			
1	K1	Cross link the learned theoretical knowledge gained in lectures with the practical knowledge and skills to build a set evidence based practices prior to involving in real work life upon graduation.	KP1
<b>Skills</b>			
2	S1	Provide comprehensive nursing care plans for the critically ill patients with the different acute and life-threatening conditions	SP1, SP2
3	S2	Demonstrate the ability to assess critically ill patients with different invasive and noninvasive devices & machines.	SP1, SP2
4	S3	Demonstrate the routine care for the commonly inserted invasive and non-invasive devices for critical care patients	SP1, SP2
5	S4	Demonstrate the ability to integrate the family in the care plan of patients in critical settings.	SP1, SP2
<b>Competences</b>			
6	C1	Analyze research results and it's implication in the area of critical care that relate to current practice.	CP1, KP3
7	C2	Demonstrate an understanding of the commonly used nursing procedures in critical care settings.	CP3

### Learning Resources

Course textbook	Wiegand D. and Carlson K. (2005) AACN Procedure Manual for Critical Care 6 th Edition. Elsevier Saunders, Philadelphia, 2005.
Supporting References	-Patricia Gonce Morton, Dorrie K. Fontaine. (2018). <i>Critical Care Nursing: A Holistic Approach</i> . (11 <sup>th</sup> . Ed.): Lippincott Williams & Wilkins -AACN Essentials of Critical Care Nursing, Fourth Edition 4th Edition, (2019).
Supporting websites	<a href="http://www.healcentral.org/">http://www.healcentral.org/</a> <a href="http://www.americanheart.org">http://www.americanheart.org</a> <a href="http://library.med.utah.edu/kw/ecg/index.html">http://library.med.utah.edu/kw/ecg/index.html</a> <a href="http://www.uptodate.com">http://www.uptodate.com</a>
Teaching Environment	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> laboratory <input type="checkbox"/> Learning platform <input type="checkbox"/> Other

### Meetings and subjects timetable

Week	Topic	Learning Method	Tasks	Learning Material
1	<ul style="list-style-type: none"> <li>• Introduction to the course in lab.</li> <li>• Introduction to the course &amp; course syllabus</li> <li>• Introduction to Evaluation criteria &amp; forms</li> <li>• Nursing diagnosis &amp; nursing care plan for critically ill patient</li> </ul>	Lab sessions, discussion, demonstration and re-demonstration, role play and modeling,		
2	<ul style="list-style-type: none"> <li>• revision of physical assessment (cardiac/respiratory/abdomen/vascular/neuro n)</li> <li>• Artificial airway</li> </ul>	clinical practices, reflection on students', staffs', and patients' practices and behaviors during the clinical day, reflection on medical and nursing rounds in clinical setting, post clinical conference,		
3+4+5	<ul style="list-style-type: none"> <li>• Mechanical ventilation</li> <li>• pulse oxymetry</li> </ul>			
6	<p><b>Foley's catheter</b></p> <p>Insertion</p> <p>removing</p> <p>IN and OUT PUT CHRET</p> <p>Wound care</p>			

		assignment, seminar and quiz, reflection on clinical documents.			
<b>7. Midterm exam</b>					
8	<ul style="list-style-type: none"> <li>• ECG ( Basics)</li> </ul>	Lab sessions, discussion, demonstration and re-demonstration, role play and modeling, clinical practices, reflection on students', staffs', and patients' practices and behaviors during the clinical day, reflection on medical and nursing rounds in clinical setting, post clinical conference, assignment, seminar and quiz, reflection on clinical documents.			
9	<ul style="list-style-type: none"> <li>• <b>Clinical case study presentation (pre mid)</b></li> <li>• Cardiac catheterization nursing ( care)</li> <li>• Cardiac monitor &amp; Telemetry</li> </ul>				
10	<ul style="list-style-type: none"> <li>• Central venous catheter &amp; CVP measurement</li> <li>• <b>Midterm written examination</b></li> </ul>				
11	<ul style="list-style-type: none"> <li>• Care for Unconscious patients and Effect of immobility, and Glasgow Coma Scale (GCS)</li> <li>• Artificial pacemaker</li> <li>• Chest tube Nursing Care</li> </ul>				
12	<ul style="list-style-type: none"> <li>• Emergency cart &amp; emergency drugs</li> <li>• Drug dosage calculation</li> <li>• Lab tests &amp; ABG interpretation</li> </ul>				
13	<ul style="list-style-type: none"> <li>• Cardioversion &amp; defibrillation</li> <li>• CPR</li> </ul>				
14	<ul style="list-style-type: none"> <li>• <b>Clinical case study presentation (post mid)</b></li> <li>• Arterial puncture</li> <li>• hemodynamic</li> <li>• patient triage</li> </ul>				
15	<b>Final exam</b>				
16					

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

Online session

## Course Contributing to Learner Skill Development

Using Technology
Use data-bases and platforms effectively to support evidence based knowledge and practice
Communication skills
Self-reflection, friendliness, confidence, empathy, respect, responsiveness, morality.
Application of concepts learnt
Apply leadership and lifelong learning skills

### Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
<b>Mid Term Exam</b>	<b>% 30</b>	<b>7<sup>th</sup> week</b>	<b>K1,K2,K3</b>
<b>Various Assessments *</b>	<b>% 30</b>	<b>Overall course duration</b>	<b>S1,S2,S3, CP1,CP2</b>
<b>Final Exam</b>	<b>% 40</b>	<b>15<sup>th</sup> week</b>	<b>K1,K2, K3</b>
<b>Total</b>	<b>%100</b>		

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

### Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
<b>Knowledge</b>			
<b>K1</b>	Cross link the learned theoretical knowledge gained in lectures with the practical knowledge and skills to build a set evidence based practices prior to involving in real work life upon graduation.	Lab sessions, discussion, demonstration and re-demonstration, role play and modeling, clinical practices, reflection on students', staffs', and patients' practices and behaviors during the clinical day, reflection on medical and nursing rounds in clinical	Quiz and exams, demonstration presentations, reports,

		setting, post clinical conference, assignment ,seminar and quiz, reflection on clinical documents.	
<b>Skills</b>			
<b>S1</b>	Provide comprehensive nursing care plans for the critically ill patients with the different acute and life-threatening conditions	Lab sessions, discussion, demonstration and re-demonstration, role play and modeling, clinical practices, reflection on students', staffs', and patients' practices and behaviors during the clinical day, reflection on medical and nursing rounds in clinical setting, post clinical conference, assignment ,seminar and quiz, reflection on clinical documents.	Individual assignment
<b>S2</b>	Demonstrate the ability to assess critically ill patients with different invasive and noninvasive devices & machines.		Quiz and exams, demonstration and re-demonstration presentations, reports,
<b>S3</b>	Demonstrate the routine care for the commonly inserted invasive and non-invasive devices for critical care patients		
<b>S4</b>	Demonstrate the ability to integrate the family in the care plan of patients in critical settings.		
<b>Competencies</b>			
<b>C1</b>	Analyze research results and it's implication in the area of critical care that relate to current practice.	Lecture and collaborative learning	Individual assignment, Quiz and exams, demonstration and re-
<b>C2</b>	Demonstrate an understanding of the commonly used nursing procedures in critical care settings.		

			demonstration
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\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

### Course Polices

Policy	Policy Requirements
<b>Passing Grade</b>	The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>• A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.</li> <li>• A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.</li> </ul>
<b>Attendance</b>	The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded.
<b>Academic Honesty</b>	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights.

### Program Learning Outcomes to be assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Target Performance level
<b>SP1</b>	Equip students with skills to innovate and deliver high quality care, support clinical decision making, communicate and alleviate error.	Critical Care Nursing (Clinical)	demonstration and re-demonstration	80% of students gets 60% or above of exam marks
<b>SP2</b>	Enable students to apply the gained nursing care skills, including the physiological, psychological and social integrity of health care recipients.	Critical Care Nursing (Clinical)	demonstration and re-demonstration	80% of students gets 60% or above of exam marks

### Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
<b>SP1</b>	Short exam will be done at 4 <sup>th</sup> year with exam of training course
<b>SP2</b>	Short exam will be done at 4 <sup>th</sup> year with exam of training course

**Assessment Rubric of the Program Learning Outcome**